



Module Descriptor

Title	Sustainable Development		
Session	2025/26	Status	
Code	UGED08004	SCQF Level	Level 8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	L Nisbet		
Summary of Module			
<p>This module is a core element of Level 8 of the B.A. Education programme and develops: Personal Knowledge, Understanding, Practice and Cognitive Skills</p> <p>Contextualisation of students' personal knowledge, understanding, practice and skills in the Sciences, Social Studies & Technologies through considering the local environment and linking this to wider global issues and current related curricular guidelines on sustainable development.</p> <p>Further development of students' personal knowledge, understanding, practice and skills in the Sciences, Social Studies & Technologies with reference to current curricular guidelines and with emphasis on opportunities for interdisciplinary and collaborative approaches to learning.</p> <p>Communication, Autonomy, Accountability and Working with Others</p> <p>Diversity in opportunities to work both independently and collaboratively, with a range of peers and developing a range of professional skills and abilities.</p> <p>An awareness of the potential of technologies to enhance critical thinking and creativity in relation to the learning and teaching of the Sciences, Social Studies & Technologies.</p> <p>Formative enquiry tasks involving collaboration, communication, the appropriate use of technologies and the integration of various aspects of knowledge in a relevant context.</p> <p>Critical evaluations of collaborative work in the Sciences, Social Studies & Technologies to show how study of the local environment, and beyond, can develop an awareness of global environmental issues.</p> <ul style="list-style-type: none">• The module emphasises the importance of reflection on values as a key component. This is embedded through the use of modelling and reflective discussion combined with teaching on theories of reflection throughout the module.• Key links are made with Learning for Sustainability (LfS) in order to fully appreciate where Sustainable Development sits within the Scottish Education context. Similar links are made with the Sustainable Development Goals in order to provide a global context.• The module supports students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Professional Values (1.1); Professional Commitment (1.2); Standard for Provisional Registration (1.3); Have knowledge and understanding of pedagogical theories and professional practice (2.1.1); Have knowledge and understanding of curriculum design(2.1.3); Have knowledge and understanding Planning for Assessment, Learning and Teaching (2.1.4); Have knowledge and understanding of			

Education Systems (2.1.5); Have knowledge and understanding of Learning Communities (2.2.2); Plan effectively to meet learners' needs and abilities (3.1.1); Utilise pedagogical approaches and practices (3.1.2); Utilise partnerships for learning and wellbeing (3.1.3); Appropriately organise and manage learning (3.2.1); Engage learner participation (3.2.2); Engage critically with literature, research and policy (3.3.1); Engage in reflective practice to develop and advance career-long professional learning and expertise (3.3.2).

- In relation to Learning for Sustainability, students will use the outdoors as a context for learning, building on their ability to use this in their practice. They are also supported to develop a critical and enquiring approach to limited and incomplete information and maintain a global awareness of local actions. The theme of interdependence and the interconnectedness of the themes supports students in adopting systems thinking and the focus on critical reflection through the learning blogs enhances this capability. The independent and collaborative tasks are inherently interdisciplinary; this is furthered by explicit discussion of IDL pedagogy as being central to LfS. The community project helps students to reflect and develop action competence.
- Throughout this core module students are encouraged to develop a set of globally relevant skills, abilities and behaviours that will support them in becoming work ready and successful. A broad range of personal, academic and professional attributes are embedded within the activities and content of the module. In this module a particular focus will be given to developing knowledge that will support them to be ethical, problem solve collaboratively and think critically. Students have the opportunity to be daring, transformational and resilient in their approach to their community project and micro-teaching tasks.

Module Delivery Method	On-Campus¹		Hybrid²		Online³		Work -Based Learning⁴	
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley		<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)			
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>		
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>		

Learning Outcomes

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

L1	Demonstrate personal knowledge of related areas of the Sciences, Social Studies curriculum and an understanding of a range of theories, concepts and principles
L2	Develop awareness and understanding of related topical environmental issues
L3	Convey complex information to a range of audiences and for a range of purposes
L4	Write reflectively and critically evaluate the perspectives of others and themselves.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 8 Demonstrate specialist knowledge of the Sciences, Social Studies and Technologies relevant to local environmental issues and the wider Primary curriculum
Practice: Applied Knowledge and Understanding	SCQF 8 Apply related knowledge and understanding to creative presentation of information in a broad range of contexts.
Generic Cognitive skills	SCQF 8 Critically analyse personal development of awareness of topical environmental issues relevant to the Primary school. Engage in reflective practice of personal growth and learning.
Communication, ICT and Numeracy Skills	SCQF 8 Convey complex information via peer teaching using a range of digital media applications working as part of a team.
Autonomy, Accountability and Working with Others	SCQF 8 Exercise autonomy and initiative in tasks undertaken and demonstrate an ability to support others via peer assessment and interaction.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>In all modules on the BA Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working, real-world tasks, microteaching, student presentations, tutor/student-led discussions and experiments. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout.</p>

Learning activities develop 21st century skills such as communication, collaboration, digital skills, creativity and critical thinking.

Learning Activities

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

Student Learning Hours

(Note: Learning hours include both contact hours and hours spent on other learning activities)

Tutorial / Synchronous Support Activity

30

Laboratory / Practical Demonstration / Workshop

18

Asynchronous Class Activity

35

Personal Development Plan

12

Independent Study

105

Please select

TOTAL

200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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Dolan, A. (ed.) (2021) Teaching Climate Change in Primary Schools: An Interdisciplinary Process. London: Routledge.

Scoffham, S. and Rawlinson, S. (2022) Sustainability Education: A Classroom Guide. London: Bloomsbury Academic.

Scottish Government (2020) Scotland and the sustainable development goals: a national review to drive action (Online) Available at <https://www.gov.scot/publications/scotland-sustainable-development-goals-national-review-drive-action/>

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Given the professional nature of the programme, 100% attendance and engagement is expected. The module co-ordinator maintains an overview of attendance and engagement. Should there be concerns, there will be liaison between module co-ordinator, personal tutor and the student to identify steps to support engagement and success.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Student teachers are encouraged to reflect on their developing understanding of aspects relating to Learning for Sustainability and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to Learning for Sustainability is a significant part.

Through studying this module, student teachers are encouraged to engage critically with issues relating to Learning for Sustainability and support learners' understanding of themselves, others and their contribution to the development of sustainable practices.

Student teachers will develop their knowledge and understanding of pedagogical and learning theories and draw on these appropriately to inform curriculum design and content.

Student teachers will develop the professional skills and abilities to employ teaching strategies and resources, including digital approaches, to enable all learners to access concepts relating to Sustainable Development. Through this, opportunities for learning to be transformative in terms of challenging assumptions and expanding world views will be created.

A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Undergraduate Initial Professional Programmes
Moderator	J Isdale
External Examiner	L Waddell
Accreditation Details	General Teaching Council for Scotland
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2.07

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Poster submission
Assessment 2
Oral presentation
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Poster Submission	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	48

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Oral Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	Same 48 as above

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	48 hours

Change Control

What	When	Who
Transfer to new template	Feb 25	L Nisbet